



WESTMINSTER BRIGHTER FUTURES FUND EVALUATION REPORT 2022/23



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BRIGHTER FUTURES FUND

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The Westminster Brighter Futures Fund



Young
Westminster
Foundation

Introduction to the Westminster Brighter Futures Fund

Background

The Westminster Brighter Futures Fund was established in 2019 to continue Young Westminster Foundation's (YWF) aim of increasing long-term funding for the children and young people's sector to support Westminster's young people to grow up healthy, safe and happy. The Fund is designed to respond to the needs of young people in Westminster. It also aims to encourage providers to work with Youth and Family Hubs across the borough and to sign up to [Westminster City Council's Early Help Strategy 2022 – 2025](#).

Funders 2022

The Brighter Futures Fund is a pool fund made up of a number of contributors. In addition to investment from Westminster City Council, YWF has secured further funding from local trusts and foundations, including St Giles & St George Charities, John Lyon's Charity, Westminster Almshouses, Aziz Foundation and The Mercers' company. Corporate investment into the fund has grown through YWF's ongoing work with Westminster businesses including our original Founding Partners and new Growth Partners. Since its inception the Brighter Futures fund has grown year on year (2020: £218,877, 2021: £303,469, 2022: £354,913).

However, the need for funding has also increased and it remains one of YWF's core priorities to strengthen the community of support for children and young people in Westminster by increasing the number of grants to YWF members.

We are grateful for all partners who contributed in 2022: **Westminster City Council, St. Giles and St. George, Shaftesbury, the Eyre Estate, John Lyon's Charity, Westminster Almshouses, the Aziz Foundation, GPE, LandSec, Grosvenor, Capital Arches, the Howard de Walden Estate, Capco, FM Conway, Veolia, British Land, Berkeley Estate Asset Management and Derwent.**



Grant making and evaluation process

The Brighter Futures Fund invites anyone who is a member of young Westminster Foundation to apply for 1 year of funding for up to £30,000. Priority is given to those demonstrating a local need, strong youth voice element, effective evaluation practice and good fit with Early Help strategy. Applicants are welcome to book a funding surgery with one of the YWF team. We held 17 funding surgeries in November 2022.

52 applications received
Totalling £1.2 million

The YWF team undertook due diligence checks on applicant's safeguarding policies, accounts and organisational budgets as well as initial assessments of all applications. 10 of YWF's Young Ambassadors opted to take part in grant assessment training sessions in preparation for shortlisting applications for the Brighter Futures Fund. Following this, a Young Grant Makers Pre-Panel was held and applications assessed by young people. The Young Grant Makers provided feedback on whether or not projects were of interest to and/or meeting a need for young people in Westminster. These insights were then presented to the full grants panel consisting of local funders, businesses and Westminster City Council.

28 grants awarded
Totalling £354,000

Once funding had been confirmed, the YWF team invited all grantees to a workshop to share and discuss the fund's evaluation framework and to provide advice and guidance about implementing this. Organisations were asked to provide demographic and session engagement information and a case study about one child / young person who attended the Brighter Futures funded project. Demographic information included gender, age, ethnicity, resident borough, post-code. This formed the basis of the evaluation of the Brighter Futures Fund.

Organisations were also asked to provide (where known) the number of children with a special educational need, young asylum seekers or refugees and those identified as young carers (a person under 18 who provides or intends to provide care for another person).

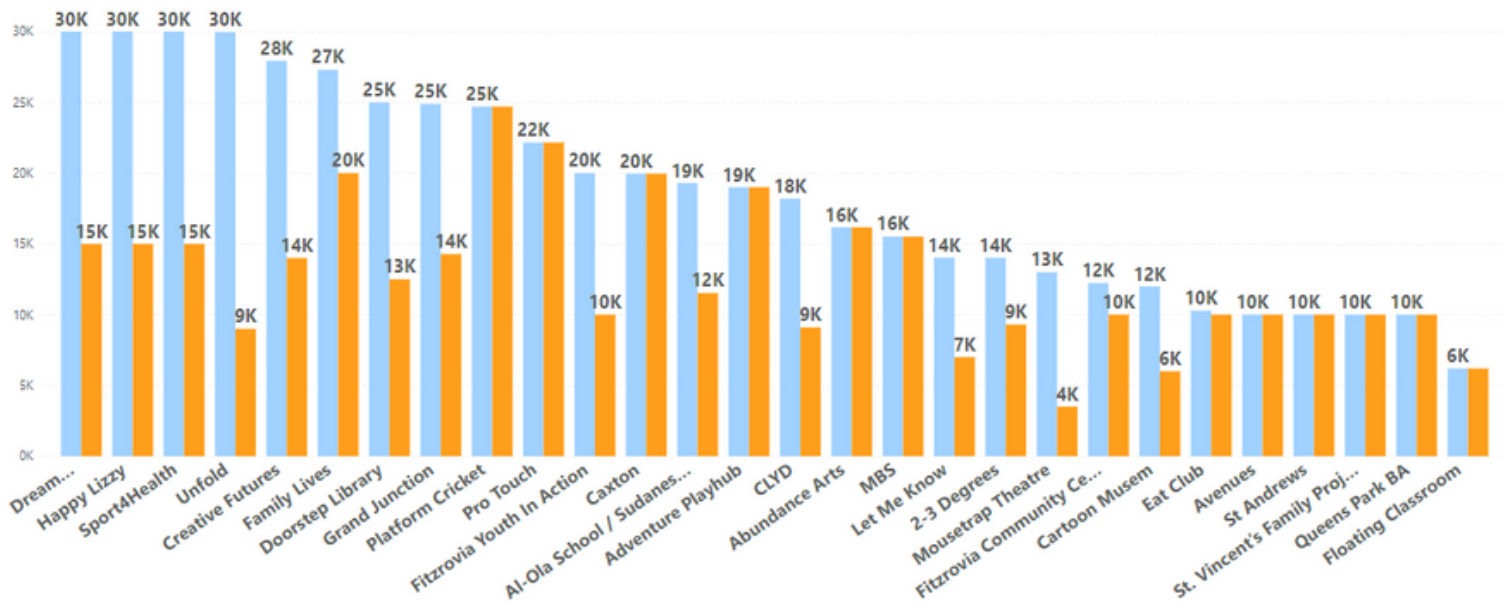
Organisations provided a breakdown of provision offered/delivered across all programmes run over the course of a year. This included number of sessions delivered, hours delivered per week, whether the provision type was open access or targeted, group or 1-1, detached or building based and structured or unstructured sessions. The aim of collecting this information was to gain insights into the types of activities and services being delivered in Westminster by YWF members and understand any potential provision gaps and/or unmet needs to address through future funding/commissioning rounds.

Projects funded 2022/23

- **2-3 Degrees**
 - ‘Mastering My Future’ programme support for young asylum seekers
- **Abundance Arts**
 - ‘Include in Health – Year of Music’ project at SEND school in Westminster
- **Adventure Play Hub**
 - Play provision for SEND young people
- **Al Ola Arabic School & Sudanese Supplementary School**
 - ‘The Proud, Loud, Cultural Community Project’
- **The Avenues Youth Project**
 - ‘Secondary Zone Project’, a daily after-school project for local children aged 11-13
- **The Cartoon Museum**
 - ‘Emergency – Challenge of Climate Change’ creative project
- **Caxton Youth Organisation**
 - ‘Youth Government Programme’, amplifying disabled and autistic youth voices in Westminster
- **Central London Youth Development Trust**
 - Bollywood dance classes in Gateway Academy and Christ Church Primary School
- **Creative Futures UK**
 - ‘Community Families’ project, providing music-based sessions for families with children aged 0-4
- **Doorstep Library**
 - Reading projects in the Churchill Gardens area of the borough
- **Dream Arts**
 - Core staff costs for delivering community arts programmes in Westminster
- **Eat Club**
 - ‘Eat Club Cooks’ project in Westminster – developing the relationship young people have with food and each other
- **Family Lives**
 - ‘Young Carers in Westminster’, supporting families with children aged 0-5 and children aged 5-16.
- **Fitzrovia Community Centre**
 - ‘Chatterbox Project’ – community-based speech & language (S&L) support
- **Fitzrovia Youth In Action**
 - ‘Westminster Peer Education Program’ – youth-led models of peer education, for YP aged 17-25, delivered through outreach across the City of Westminster
- **Floating Classroom**
 - Community Activities on the Floating Classroom: Trips to London Zoo for families and youth groups
- **Grand Junction**
 - A summer term and holiday ‘Takeover the Future’ creative festival and a Notting Hill Carnival special
- **Happy Lizzy CIC**
 - ‘Chill Vibes Social Club’, providing a place for young adults to socialise and explore interests and hobbies
- **Let Me Know**
 - Workshops for young people focusing on domestic violence and relationship abuse prevention
- **Marylebone Bangladesh Society**
 - ‘Junior Project’, offering educational and recreational youth club programmes
- **Mousetrap Theatre**
 - StageXchange project, delivering bespoke drama workshops for youth groups
- **Platform Cricket**
 - Creating a ‘pop-up’ youth cricket hub for the Pimlico area of Westminster
- **Pro Touch SA**
 - Sports provision and activities including accredited training opportunities
- **Queens Park Bangladeshi Association**
 - ‘Khusy Project’, delivering free sport activities to improve the health and physical wellbeing of children and young people
- **Sport4Health**
 - Health and wellbeing support for young people in Westminster
- **St Andrew’s Youth Club**
 - Costs for Digital Youth Lead and youth voice projects
- **St. Vincent’s Family Project**
 - Focused support in South Westminster for families affected by the cost of living crisis
- **Unfold**
 - Mentoring for young asylum seekers and refugees in Westminster

Projects funded at a glance

● Amount applied for ● Amount awarded



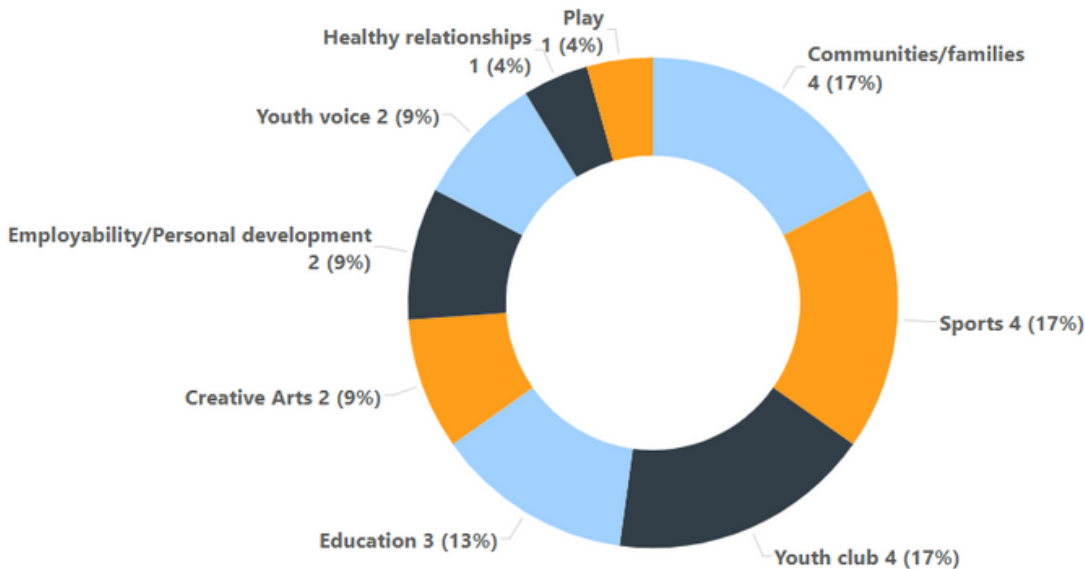
12k

Average size of Brighter Futures Fund grant

Part funding

Part funding was given only where it was possible to proceed with the project, i.e by reducing the number of weeks delivered / scope of geographical delivery location

Breakdown of project themes



293

project hours delivered per week

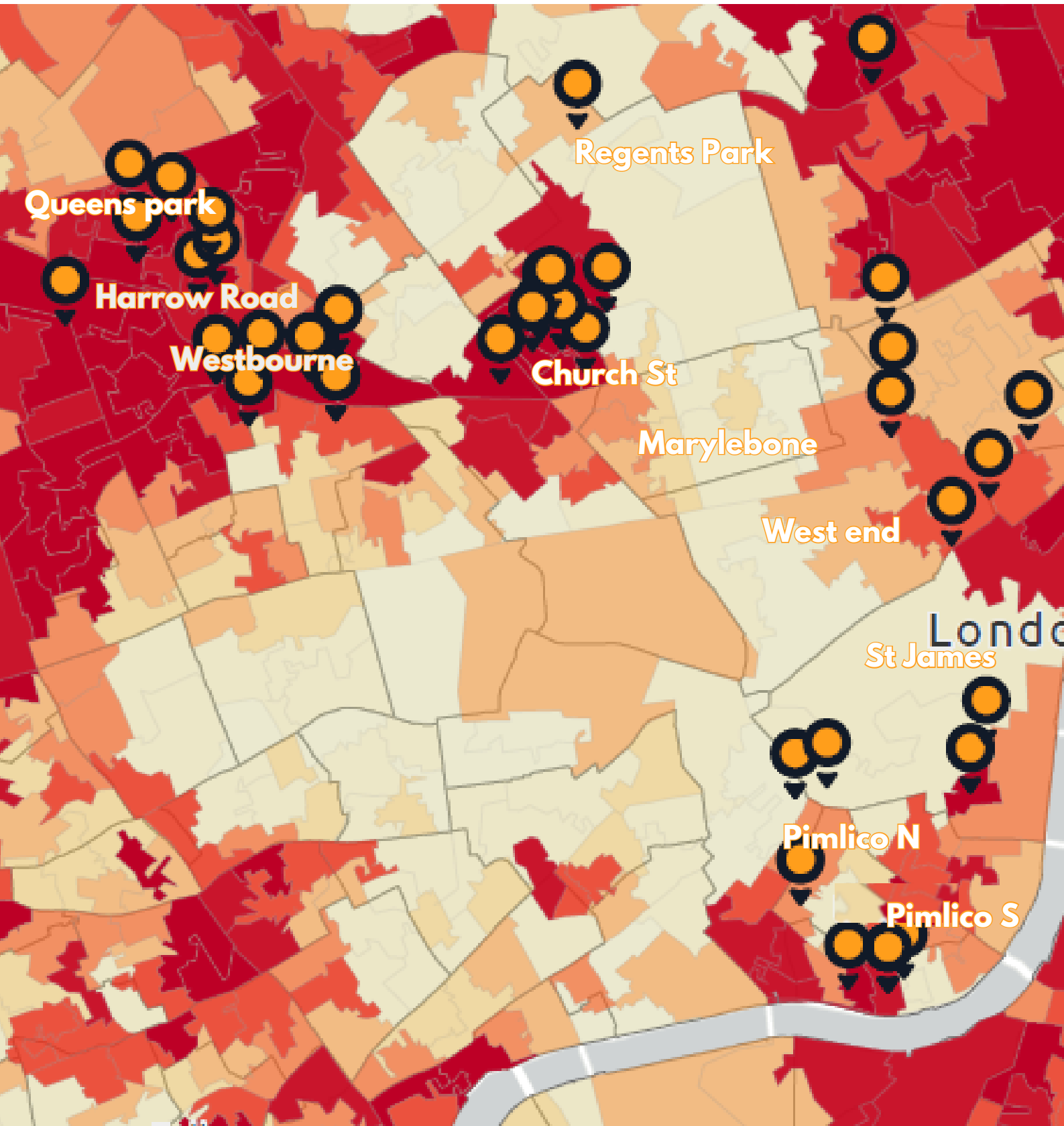


79%

of organisations have an annual turnover of

<500k

Project delivery locations



*English indices of deprivation 2019, post code map of Westminster where red most deprived (1-3) and white least deprived (8-10)



Project participants



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Project participants at a glance

In total, 23 out of 28 funded organisations provided demographic data regarding project participants and/ or parent/carers. Whilst each organisation endeavoured to capture a complete dataset for each project, there were instances where this was not always possible due to data sharing processes, lack of consent and incomplete forms. As a result, the data presented below is based on the information that was available and may not reflect the true numbers across some variables. Furthermore, the numbers presented below are totals given by each organisation and should not be interpreted as the individual/unique reach of the fund.



3,191

**Children and
Young People**

152

asylum seekers/refugees

608

SEND/additional needs*

32

young carers

76%

Global Majority Background

89%
live in Westminster

1,025

Parents/Carers supported



1,199

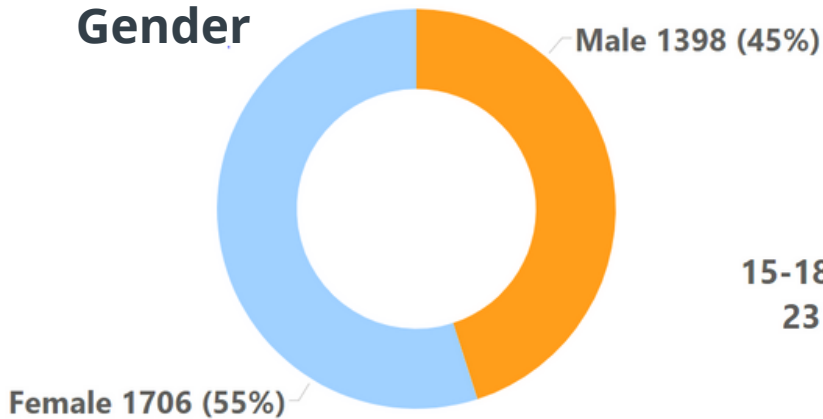
**families living in areas
of multiple
deprivation****

* Special Educational Needs and Disabilities

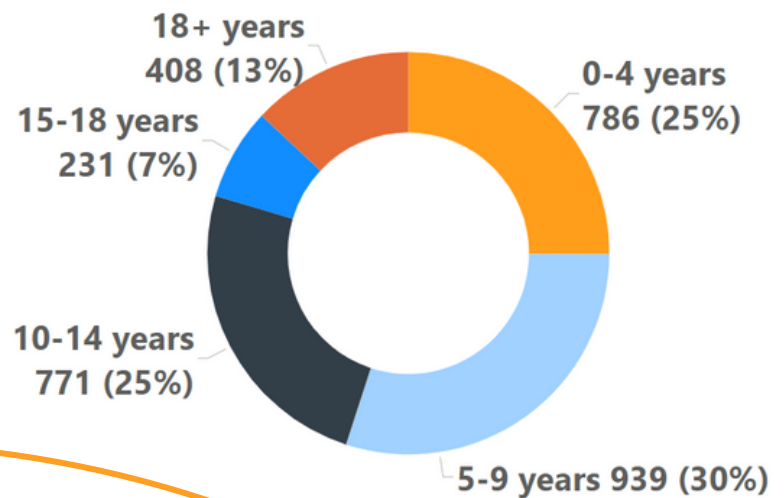
**Indices of multiple deprivation (IMD), number in 1-3 deciles

Breakdown of children and young people's demographics

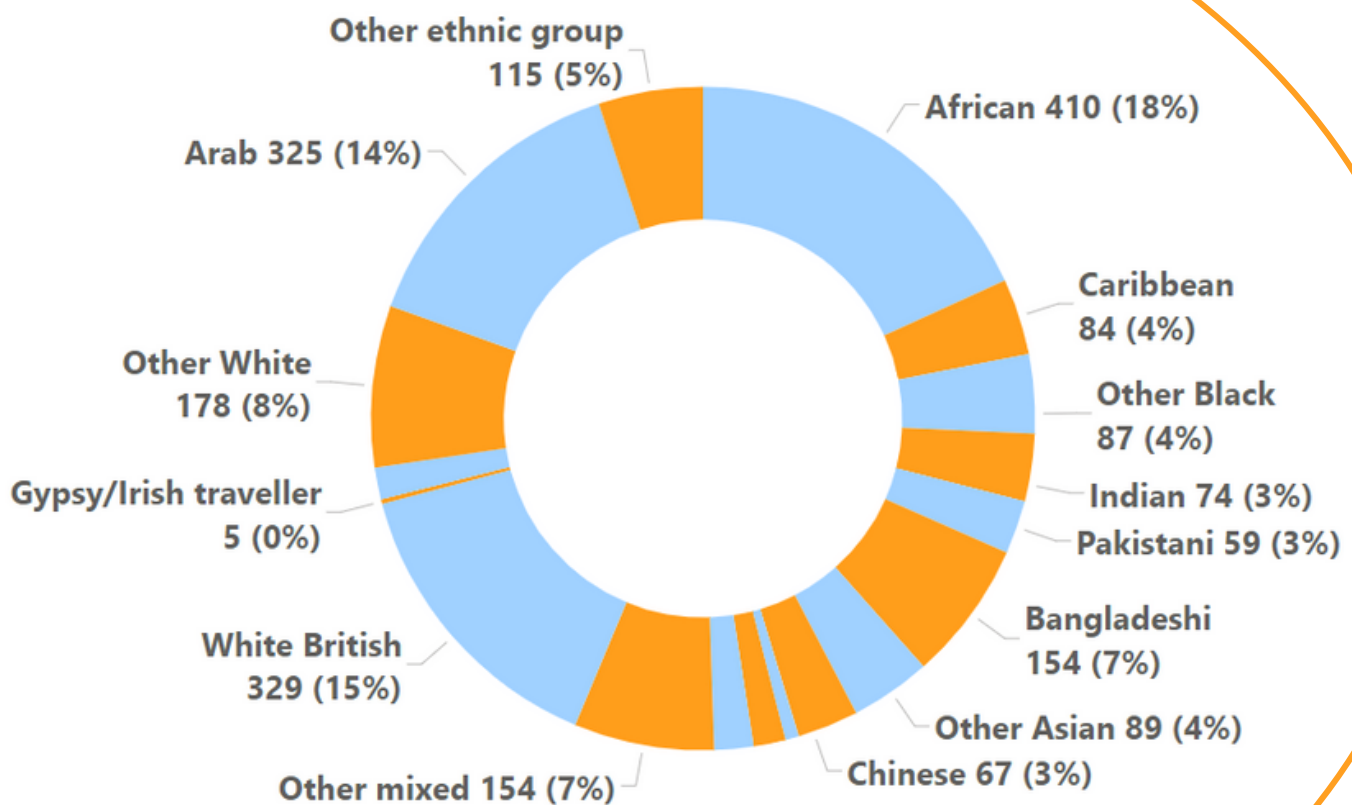
Gender



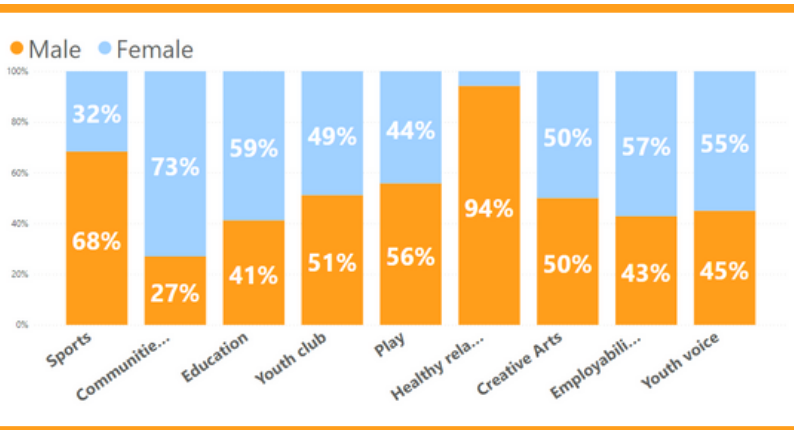
Age



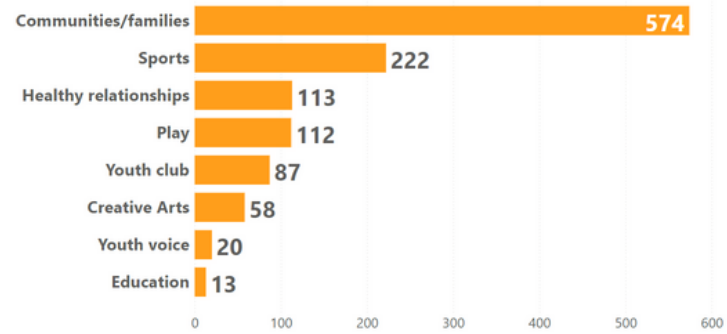
Ethnicity



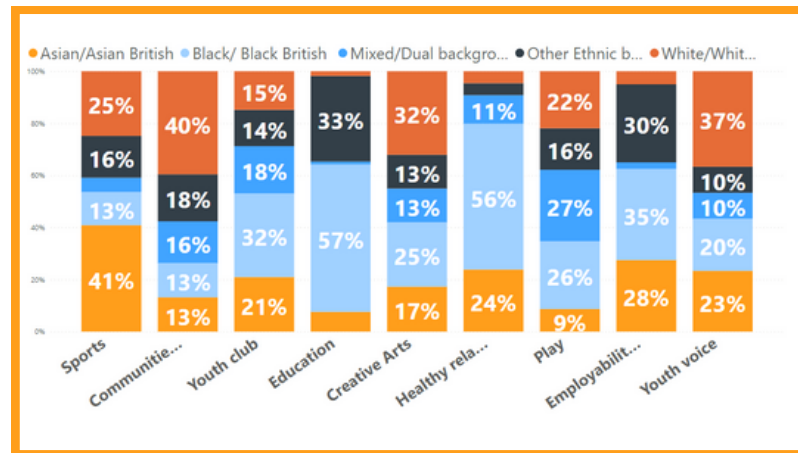
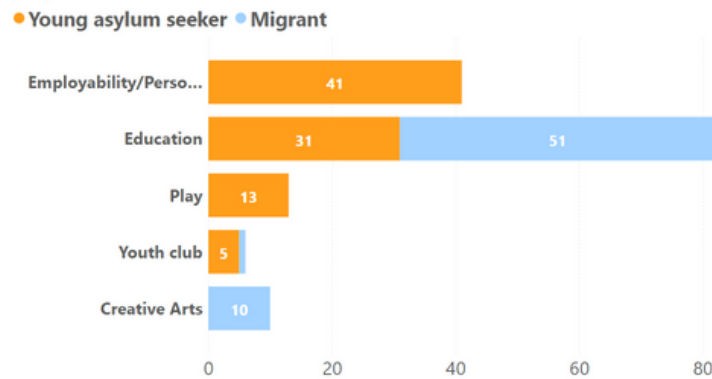
Breakdown of demographics by project themes



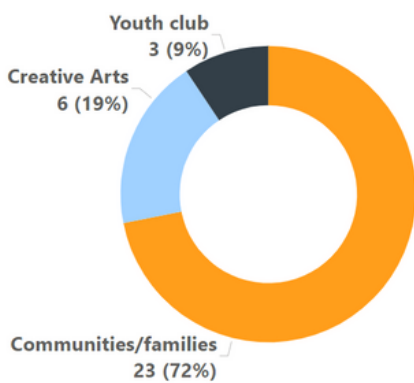
Number of young people living in IMD 3 most deprived deciles by theme (N=1,199)



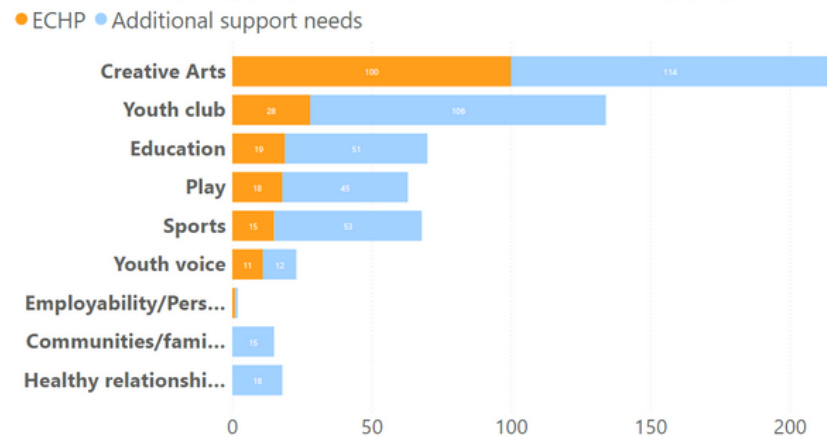
Number of young asylum seekers and migrants accessing targeted projects



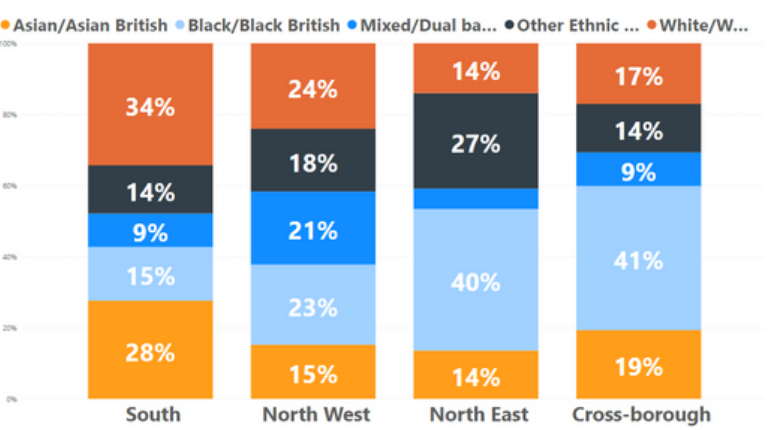
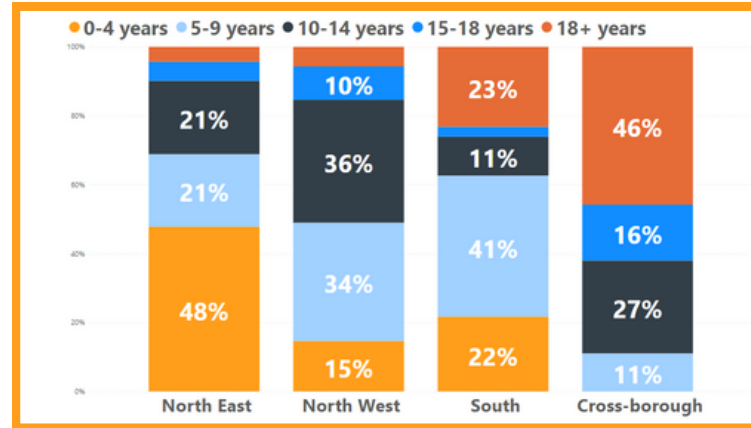
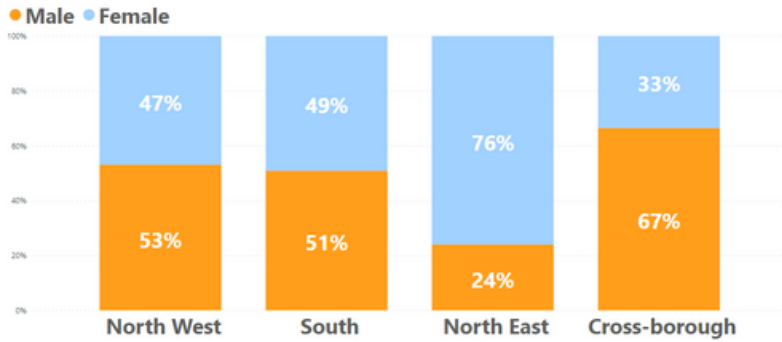
Number of young carers accessing targeted projects



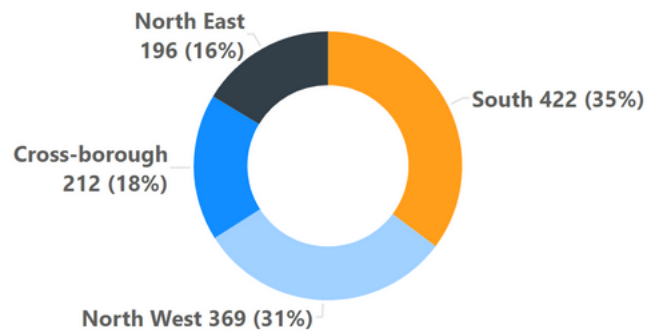
Breakdown of young people with ECHP/Additional Needs by project theme



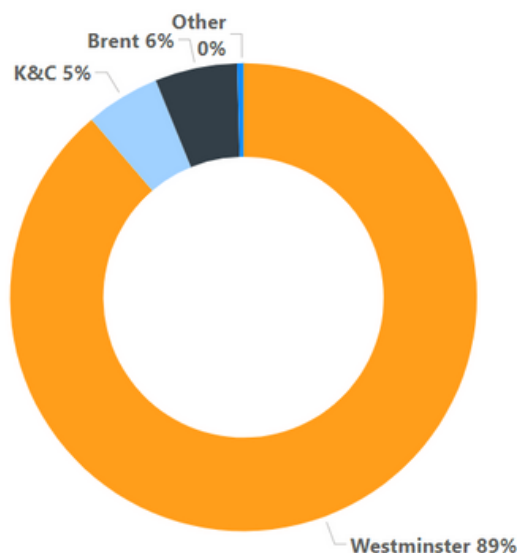
Breakdown of demographics by delivery area



Total number of children/young people living in IMD 3 most deprived deciles by locality area (N=1,199)



Children/ young people resident borough breakdown





Participant feedback



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Grand Junction

Young People & Families Programme

Size of organisation: Medium

Funding awarded: £14,280.00

Weekly hours delivered: 10

Locality: North West Westminster

Youth led/shaped: Grand Junction Young Committee make programme delivery decisions

Intended outcomes for participants: Improved confidence and wellbeing, communication, and creative skill development

Funding contributed towards: Staff salary

Young people/families reached: 421

Age of beneficiaries: 0-25 years old

PROJECT DESCRIPTION

Brighter Futures Funding contributed towards the salary for the Young People and Families Manager. The role oversees the entire programme of activity at Grand Junction and maintains and builds partnerships with schools and local organisations. Through this role, key programmes were delivered including two drama focused after school clubs for 7-11 and 11-16 year olds, Takeover the Future for 16-18 year olds to put on their own festival, a monthly family workshop called Art Party, a family shows programme, regular holiday activities, and a Young Committee. This year, the Young People and Families manager launched a new programme Green Kids Club which gives local children the opportunity to explore nature and the environment.

GRAND ♦ JUNCTION

Observation Case Study: Practitioner, Green Kids Club

Provided by Grand Junction

“ P is aged 7 and attends a primary school in North Westminster. She attended Green Kids Club, a creative after-school club focussed on environmentalism, arts and nature and attended our Play In a Week holiday programme twice.

She was very shy when she first joined and we made sure our workshop assistant worked with her to encourage her to get involved. From our observation we noticed her confidence grow and she flourished in the space. She made friends with ease and raised her hand to get involved in all tasks.

Our sessions are short and our holiday programmes are jam-packed with activities and we often only see children for the week then they move on. We find doing forms, creative evaluation methods and observations by experienced staff is the best way to collect data and evaluation. ”

100% said that they would like to return to Green Kids Club or another activity at Grand Junction.

“Well my favourite thing about Grand Junction to be honest are the teachers, they help me learn more things and have more knowledge so I can tell other people in school and the teachers are like wow you've learnt so much”.

91% felt that taking part in Green Kids Club had helped them grow in confidence.

St Vincent's Family Project

Cost of Living: Meeting the Challenge

Size of organisation: Medium

Funding awarded: £10,000.00

Weekly hours delivered: 37

Locality: South Westminster

Youth led/shaped: Parent Panel, Project Evaluation, Personal involvement

Intended outcomes for participants: Improved parental wellbeing, reduction in familial conflict, improved confidence, resilience and social and emotional learning skills.

Funding contributed towards: Staff salary and project costs

Young people/families reached: 269

Age of beneficiaries: 0-5, parents and carers

PROJECT DESCRIPTION

Brighter Futures Funding has enabled St Vincent's Family Project to provide focused support to families impacted by the cost of living/ fuel poverty crisis. The project aimed to support families in the following ways:

- **Giving:** provide additional hours in the colder weather, meals, donations, food vouchers, nappies and support with school uniforms
- **Prevention:** staff offer advice, one-to-one support and training for a staff across disciplines
- **Relief:** year-round fun activities and celebrations for families
- **Resilience:** parenting programmes, therapy and one-to-one support to help with developing and maintaining strong parental bonds during times of added stress.



Individual Case Study: Mother, Cost of Living Support

Provided by St Vincent's

“ As a young and first-time mother, F. needed support with her young daughter, especially around encouraging her independence and relationships with her peers. Her daughter was born during the COVID-19 outbreak; therefore, she had not had many chances to meet and be with other children before.

They were offered a creche and the possibility to come to drop-in sessions and other activities at St. Vincent's Family Project. This quickly allowed them to meet and develop friendships with other mothers and service users, which also helped fight the initial isolation F felt at the start of pregnancy and when her daughter was born.

The team at SVFP was able to support both mother and daughter during the creche settling in. This was initially a bit difficult, as they both appeared to be anxious about separating from each other. However, thanks to SVFP's support, the family was able to successfully go through the transition and learn the importance of quality instead of quantity time.

The SVFP team supported F's daughter in developing new skills, strengthening her independence and forming relationships with other children. The more her daughter grew comfortable in the space and confident in her new abilities, the more F. was able to boost her self-confidence as a mother and apply parenting advice with more self-assurance. F. took great benefit in attending programs ran by SVFP, such as Triple P and Mellow Parenting, and was able to receive and apply advice critically and fruitfully.

F. also received one to one support by the Family Support Worker. This allowed F. to open up about her current issues and seek help, which was something F. would struggle with at the beginning. This also helped her grow trust in professionals and again develop self-confidence and resilience when facing challenging situations.

Over this period F. was very anxious about money because prices had gone up, which was causing her to lose sleep. She benefited from SVFP being able help her access the Food Pantry, Real Nappies for London and the Foodbank, and she utilised the different donations received over the year. They came to all the seasonal events and trips over the year, which meant she felt she was able to do something nice for her daughter she otherwise couldn't afford to do.

To this day, they both regularly attend SVFP activities and are loyal and valuable members of the SVFP Family Space. ”

Family Lives

Young Carers in Westminster

Size of organisation: Medium

Funding awarded: £20,000.00

Weekly hours delivered: 37

Locality: North West Westminster, North East Westminster, South Westminster

Youth led/shaped: Evaluation, Staff with lived experience, Family Hub based

Intended outcomes for participants: Reduction in anxiety/mental health concerns, more confident and resilient, increased social activities and social networks, improved parental support

Funding contributed towards: Staff salary

Young people/families reached: 40

Age of beneficiaries: 5-16 years old

PROJECT DESCRIPTION

The Brighter Futures Funding has contributed towards the costs of a designated Young Carers' Outreach worker. The outreach worker works alongside the wider Family Lives team to identify vulnerable young carers not currently receiving support. The outreach worker conducts a number of home visits with the young carers to build trusting, positive relationships with families and provide holistic whole family support to develop independence and reduce caring responsibilities. In addition, the outreach worker hosts positive activities for young carers via a mix of group work, social activities and signposting. These activities aim to build resilience, set goals, build confidence and self-esteem.



Individual Case Study: Practitioner, Young Carers Project

Provided by Family Lives

“S. is 9 years old, and she lives with her older sister T., 14, her parents and grandmother. Her mother has been hospitalised many times on her stomach and her continuous health problems have left her traumatised and isolated. She was first referred to Family Lives for our Befriending service, and then her daughters were identified as Young Carers with very different needs. The youngest, S., was feeling very isolated and expressed the need to be involved in extra curricular activities, mainly in art. She needed to meet other children her age to feel less isolated.

S. came to a Young Champions first session in July 2023. She came with her older sister, was very quiet and hardly participated in the discussion other Young Champions were having about the project. She then rarely joined until we organised an art session. S. tremendously enjoyed herself and she regularly attended the sessions offered ever since.

S. is always interested in all the activities we have to offer, but unfortunately there are a few times when she can't attend as her family can't always accompany her to the activity centre. Her sister is preparing for her GCSEs and her mother is not always comfortable going out of the house.

With time, S. opened up more to the project worker and facilitator and she is now one of the most active participants in the project. She speaks out her mind, is not scared of any judgement and is very friendly with other Young Champions.

I can see a remarkable change in her attitude; from the shy little girl who came to the first session, to an outspoken, funny, super friendly girl who positively transforms the atmosphere of the sessions. S. is really enjoying the sessions offered, and she is even suggesting ideas for the sessions to come. She is definitely thriving thanks to the Young Champions project.

All our feedback is collected through regular questionnaires, observation, and simply by interacting regularly with the Young Champions and asking for their opinion about the sessions provided and requesting ideas to improve our service. I am always checking on their wellbeing and needs.

We use Outcome Star when we see appropriate, however we only do it with a minority of Young Champions who request the need for 121 meetings. ”

Creative Futures Community Families

Size of organisation: Medium

Funding awarded: £14,000.00

Weekly hours delivered: 4

Locality: North East Westminster

Youth led/shaped: Child-led delivery and evaluation

Intended outcomes for participants: Create a better connected community, reduction in family isolation, improved child development and improved wellbeing

Funding contributed towards: Specialised staff, project staff and venue hire

Young people/families reached: 395

Age of beneficiaries: 0-5 years old and parents/carers

PROJECT DESCRIPTION

The Brighter Futures Funding contributed to the delivery of 7 free music-based sessions every week during term time for families with children aged 0-4 years in North Westminster living in areas of multiple deprivation. Five music sessions a week are open access/drop-in for parents and babies. These are delivered in a range of community settings and Family hubs across North Westminster. The remaining 2 sessions are "Nurture Groups" for 8-10 families referred by Family Hubs. These groups are delivered in 8-week segments and families attend these for the duration. Parents attending Nurture Groups typically face challenges relating to parental wellbeing/mental health and/ or relate to the child's development (speech and language difficulties / SEND). The nurture groups are a safe environment to be supported, develop supportive peer support networks and can be a stepping stone to joining other open-access sessions/onward referrals.



Individual Case Study: Mother, Nurture Group

Provided by Creative Futures

“ I first came across Creative Futures almost 9 years ago when I had my second daughter. My sister, who volunteered with the community champions invited me along to a new parent and baby group that was being held in St Jude’s Hall. I was the first parent to walk through the door and Julie and the community champions were so warm and welcoming. I continued to attend until my daughter was a year old and I went back to work.

Fast forward 9 years and I had my third daughter. As an older mum I found it hard to adjust and suffered with anxiety and postnatal depression; unlike with my first and second pregnancies I didn’t have anyone to share the experience with or go to parent and baby groups so I was apprehensive about attending any groups, but I was encouraged by my health visitor to be around other parents. As soon as I walked into my first baby sessions on a Monday I was pleasantly surprised to see Julie was still taking the sessions. It made me feel at ease because I remembered her from all those years ago and she was still the same welcoming and friendly person with a calming presence.

Attending the community families sessions has allowed me to socialise with other parents who are also going through similar experiences to me. I have been able to make connections with other mums and share my worries as well as my successes as a mother. It has allowed my daughter to be around other babies and as time has gone by her confidence has grown in the singing sessions. We both love singing the songs and doing the actions and it lifts our mood. Even if my daughter is sleeping or crying when we get to the session, as soon as Julie starts playing her ukulele and sings she is fully engaged. I also sing the songs at home to her and she gets so excited and babbles along to them, dances or does the actions.

I would encourage everyone to attend the sessions because not only do you get to meet other parents from all walks of life who you can share tips and have a conversation with, but you also learn and get to sing a range of songs from around the world with other parent sessions do not offer. ”

“It has been a lifeline at my lowest moments as a mum of a newborn and provided a routine for us”.

Abundance Arts

‘Include in Health - Year of Music’ at QE2 Westminster SEND School

Size of organisation: Small

Funding awarded: £16,170.00

Weekly hours delivered: 4

Locality: North West Westminster

Youth led/shaped: Young volunteers, consultations, child/young person led delivery

Intended outcomes for participants: Improved wellbeing and confidence, unlock potential, open pathways

Funding contributed towards: Staff salary

Young people/families reached: 100 young people with SEND

Age of beneficiaries: 8-16 years old

PROJECT DESCRIPTION

Brighter Futures funding contributed towards salary costs to support Abundance Arts to deliver 21 music sessions to young people who attend Queen Elizabeth II Jubilee School, a special school for students aged 4-19 with severe learning difficulties and profound and multiple learning difficulties.

The activities delivered included group African drumming and percussion (6 sessions), Singing Starts, popular songs call and response (6 sessions), safe functional movement, dance with music (6 sessions) and a fun project showcase event for families and users of Family Hubs (3 sessions). The sessions aimed to enhance confidence and provide opportunities for learning and social communication/interactions.



Observation Case Study: Teacher, QE2 School

Provided by Abundance Arts

“ African drumming with our friends Abundance Arts is great because the sessions are not just banging on drums, it boosts skills and amps up' sense perception for our Special Educational Needs and Disabilities (SEND) young people. Engaging in the African drumming sessions holds immense value for our SEND children and young people who are identified under the Education, Health, and Care Plan due to severe learning difficulties and sensory impairments.

The music sessions are hands-on, tactile, improving spatial awareness and involves a lot of signing practice too.

We see the young people improving verbal communication through the African music. The sessions also incorporate tunes from different cultural backgrounds of our young people, including colourful stories, and many fun music activities. These sessions bring a happy environment to the school with fun songs and energetic dances throughout.

One particular student benefiting from the sessions is T., a blind autistic teen who has many heavy learning hurdles. Music, especially the African drumming does wonders for T. You can see it on his face – the calm, focus, brightness, just pure joy. It's like he's piecing together the world around him, soaking up knowledge and different skills during the drumming sessions, holding drums close and soaking in the beats.

T always parks himself next to the main drummer, feeling the vibrations flow over him.

It's a rare effect, the sessions are very special for T and everyone. Doing their music, included and involved at their own pace and level.

Another fun thing is our autistic SEND Kids rocking the mic at the sessions singing, improvising – basically owning the sessions. We have DJ Rich and RV so confident and showing leadership.

Also notable during the drumming sessions are a couple of young people we've seen very animated who have never been into anything before. And as for T, it's really magical this young man responding so well. He's listening, growing, communicating in his own way, and gaining confidence. These African drumming and music sessions are a small but valuable experience for our SEND young people. Thank you so much. We are really looking forward to continuing more with Abundance Arts in future. ”

Dream Arts EXPERIMENT

Size of organisation: Medium

Funding awarded: £15,000.00

Weekly hours delivered: 9

Locality: South Westminster

Youth led/shaped: Participatory approaches, individualised goals

Intended outcomes for participants: Explore who they are, build positive relationships and develop creative expression ability.

Funding contributed towards: Staff cost

Young people/families reached: 68 young people

Age of beneficiaries: 7-9 years old

PROJECT DESCRIPTION

Brighter Futures Funding contributed towards the costs of Dream Art's Project Producer role who delivers EXPERIMENT. This project focuses on devising new works that explore and reflect the lives of 7-19 year olds through musicals, films, radio plays and immersive theatre performances. The project provides a safe space for young people to express themselves on their own terms and explore their challenges and strengths through devising their own work.

Creative facilitators introduce a range of new skills such as character development and improvisation. Wellbeing Practitioners help develop the confidence of each young person, provide support for those with additional needs and support peer-sharing reflections on creative outputs. Young people have the opportunity to perform their devised work once the sessions conclude. Dream Arts runs EXPERIMENT with targeted cohort groups including young carers, refugees and those with SEND.



Individual Case Study: Practitioner, EXPERIMENT

Provided by Dream Arts

“

B. is 10 years old, and she joined the Experiment Programme early in the first term (2022). B's parent mentioned that she is autistic. In her first session, B. did not participate in the group, and the parent was in the room for the first couple of sessions. The aim with B. was to find joy/safety without the parent present and work on her social skills such as her relationships with her peers. After creating trust with B. we encouraged the parent to leave the room. B was stressed, however, the staff has noticed B. loves to dance so that we engage her with movement.

B. was involved in the choreography and the staff, particularly our Wellbeing Practitioner, worked with her 1-1, as it will be easy to create a relationship with one person in the room rather than a group of people. Lately, in the second term, it became very clear that B. was feeling very often overstimulated by the group dynamic.

The Wellbeing Team used drawing as a self-regulating tool as well to reflect. During the character development session for the final Gala performance, the Theatre Director had a chat with B. to understand how she would like to participate. They both agreed to perform a dog in the story, which was a perfect example of assisting a young person choosing how they want to contribute to a group. As a result, that gave ownership to the young person, plus having a non-verbal character and working on animal physicality ended up being the perfect choice. B. performed to a packed audience at the Sarah Siddons Theatre and said she felt proud of herself and what she had achieved. ”



Doorstep Library Churchill Gardens 1 and 2

Size of organisation: Large

Funding awarded: £12,500.00

Weekly hours delivered: 5 hours

Locality: South Westminster

Youth led/shaped: Evaluation, participatory approach

Intended outcomes for participants: Improved engagement, confidence, enjoyment of reading and parental engagement with reading

Funding contributed towards: Staff costs, materials and rent

Young people/families reached: 51 children and young people

Age of beneficiaries: 0-11 years old

PROJECT DESCRIPTION

Brighter Futures Funding contributed towards core costs for staff and materials to run reading projects on the Churchill Gardens estate in Pimlico.

Each week trained volunteers visit children in their homes to read with or to them and on average spend two years with a family. Through this long-term approach, volunteers build trusting relationships helping to connect families with the community and signpost to additional sources of local support. The programme aims to equip children with essential literacy skills, motivation, and confidence to thrive at school, at home and beyond. The reading project is delivered on the estate on Tuesday and Thursday evenings.



Individual Case Study: Mother, Churchill Gardens estate

Provided by Doorstep Library

“There are three children in this family, the two eldest attend school and the youngest is not yet of school age. Doorstep Library have been visiting and reading with the family for seven years though the oldest child has now aged out of the project, the middle and youngest are very engaged.

When asked why they got involved with Doorstep Library, mum stated, “My older children were 2 and 4 at the start, and I liked the idea of them meeting more people – they were both very shy and reserved, particularly my daughter.

I thought it was a good way to prepare them for school and I liked the idea of other people reading with them, not just me”.

The eldest child experienced developmental language disorder (DLD) when he was younger, and Doorstep Library offered additional support in the form of reactive signposting, as well as providing support for mum.

Each week, two volunteers visit the family’s home, bringing books to read and swap with the children. All three children have been engaged with the project for a number of years, and though the eldest has now aged out of the project, volunteers continue the relationship when visiting his siblings.

When asked about what has been most valuable about these visits, mum said, “For the children, the most valuable thing has been the one-on-one element, and having the attention and space to discuss the books with someone. From my perspective, it is the variety of books, they may not always even like them.

They (the children) are always into new things and I can’t always buy new books for them. None of the children enjoy going to the library so that has always been a stressful experience for us and not nice. It is so great to have you visiting.”

The confidence of the children has improved hugely – my middle child in particular was very much in shell, but she has opened up a lot. Also having other people come in and read with the children, and be encouraging and impressed by their reading has really built their confidence.”

“It’s really been amazing. We all really look forward to it every week. It has become a part of our routine. Their kids – my middle child especially – is always really upset if we have to cancel for any reason. Reading with Doorstep Library has really helped with the attention span and focus of my eldest child, as well as helping them all to build confidence, as I said.

When we first started, my oldest son had DLD and it was so supportive to have Doorstep Library here, as a parent and for my son. One of the first volunteers we had regularly I think was a mother herself and she really helped me to understand DLD and that we would be ok. ”

“I didn’t have any support when they were young and we were very new to the area too – I felt like I was drowning. So it felt like the ‘Story Ladies’ who came to see us every week were my support system too”.

Al-Ola School/ Sudanese School

The Proud, Loud, Cultural Community

Size of organisation: Small

Funding awarded: £11,532.00

Weekly hours delivered: 4 hours

Locality: North East Westminster

Youth led/shaped: Evaluation, participatory approach

Intended outcomes for participants: Learn new skills, express/discover cultural identity, develop new relationships and connection to community

Funding contributed towards: Specialised materials

Young people/families reached: 400 (90 for project) children and young people

Age of beneficiaries: 5-25 years old

PROJECT DESCRIPTION

Brighter Futures Funding contributed towards specialised staff costs and materials for a partnership project delivered by 2 local supplementary schools, Al-Ola Arabic School and the Sudanese Supplementary school. During this 32 week project (delivered on the weekend) young people from different cultural backgrounds were invited to share their traditional dance, music and art. Cultural expressions of dance, music and art are explored in 4-week blocks. Sessions are supported by professional musicians/dancers/artists who teach young people the skills needed to create their own interpretation/output for the project. The programme was developed based on evidence that many children and young people grow up without being given the opportunity to explore their cultural identity.



Central London Youth Development Trust Children's Bollywood Dance

Size of organisation: Small

Funding awarded: £9,097.00

Weekly hours delivered: 4 hours

Locality: North East Westminster

Youth led/shaped: Evaluation and consultation

Intended outcomes for participants: Improved awareness of importance of exercise and, improved understanding of cultures/faith backgrounds, increased wellbeing and skill development

Funding contributed towards: Specialised staff, project staff and venue hire

Young people/families reached: 63

Age of beneficiaries: 8-16 year olds

PROJECT DESCRIPTION

Brighter Futures Funded 68 Bollywood dance sessions for children attending Gateway Academy & Christ Church Primary School. Sessions were split equally between the two schools. This project aimed to engage approximately 60 Children through the dance project. At the end of the project, the achievements of the participants are celebrated through a big showcase located in a local venue, where dignitaries and local parents are invited to attend.



Individual Case Study: Mother, CLYD, Children Bollywood Dance

Provided CLYD

“ L has always enjoyed dancing but has never been involved in any dance club before. Her older sister was in Bollywood Dance Club a few years ago and L had always hoped that she would be able to take part when she was old enough.

L looks forward to attending the Bollywood Dance Club every week. Some of her friends also attend so she enjoys learning dances with them. She has gotten to know other girls in the school, which she would not have otherwise known. She enjoys learning the routines with her peers and she is not afraid to make mistakes. She has learnt to dance as part of a group, sometimes using her own ideas in the choreography, which is a new skill for her.

L loves attending Bollywood Dance every week and is very much looking forward to performing in front of others later in the year. I can see that she is gaining confidence with talking to others and performing as part of a group. Thank you so much for giving her and others this great opportunity. As one of six children, we would never have been able to afford to pay for L to attend a regular dance class and are very grateful to all involved. Bollywood Dance has also been a great way for L to improve her fitness! ”



2-3 Degrees

Mini-Mastering my Future Programme

Size of organisation: Small

Funding awarded: £9,300.00

Weekly hours delivered: 2

Locality: Westminster

Youth led/shaped: Co-production and evaluation

Intended outcomes for participants: Skill development, improved confidence, self-esteem, communication and sense of connection

Funding contributed towards: Staff salary and materials

Young people/families reached: 21

Age of beneficiaries: 18-25 (young asylum seekers)

PROJECT DESCRIPTION

2-3 degrees delivered an hour-long personal development workshop over two days to young asylum seekers and young refugees who have arrived in the borough over the last 12 months.

The workshops included 'Numbers' 'Bing Bang Bop' and 'Copy an Action' icebreakers used to increase the energy of the participants and help build their focus and concentration skills for the rest of the workshop. As this is an action-based activity it is a great icebreaker for those who may have language barriers.

Personal development workshops included a superhero activity to encourage young people to explore the skills and strengths they identify with. The aim of this activity is to help young people have a better understanding of their skills and be able to articulate them in a fun and engaging way. A further drama activity focused on increasing teamwork skills and communication through games and light-hearted activities.

2-3
DEGREES

Unfold

Mentoring for young lives

Size of organisation: Medium

Funding awarded: £9,000.00

Weekly hours delivered: 30

Locality: Westminster

Youth led/shaped: Youth advisory board

Intended outcomes for participants: Improved well-being, reduced isolation and increased confidence

Funding contributed towards: Staff salary

Young people/families reached: 21 (refugees)

Age of beneficiaries: 10-25 years old

PROJECT DESCRIPTION

Brighter Futures funded a Programme Officer to work across “Mentoring for Young lives and New Starts” to support young asylum seekers and young refugees who have arrived in the borough over the last 12 months. The role involves assessing young people, recruiting and training volunteers and matching mentors and mentees together.

The programme offers outreach and mentoring to provide sustained support and connection to the local community for refugees. The specialist mentoring programme aims to support 30 young people in Westminster. All mentors have trained in trauma informed engagement and understanding refugee experiences. The project collaborates with 2-3 Degrees to jointly delivered “outreach weekends” to increase the uptake of mentoring and services for this group.



Individual Case Study: Practitioner, Unfold

Provided by Unfold

“

Iqbal* is a 15-year-old young man from Bangladesh who is seeking asylum and lives in one of the contingency hotels in Westminster with his mother and sister. He is currently in school and has some family issues, having lost his father, a journalist, in Bangladesh. From mentoring, Iqbal was looking for someone to talk to and someone who could connect him to more activities in the community, allowing him to get out of the hotel more often. Iqbal was matched with a mentor called Alan, a 52-year-old man for whom Iqbal is his third mentor with Unfold. They were matched in June 2023 and have had 16 sessions so far.

At a recent reflection session, where mentees, mentors, and their Programme Officer get together to reflect on progress so far, Iqbal had this to say: “We have been talking about family issues and Alan has been helping me to deal with that. I used to overthink a lot about issues, and he taught me how to deal with it. He has been helping me with my studies, but also with social interactions as I get frustrated really quick, as well as helping me think of the consequences of my actions.

We talk about a lot of stuff, including sensitive issues that people don't talk about, and he shows me different points of view, looking at perspectives and sensitivities and looking at the school system that we have here, as I am not used to it. “The sessions have benefited me in a lot of ways. Alan helps me to solve issues and cope with the pressures I face. I have seen a good behavioural change in myself and having someone that has been through everything that I am talking about is very beneficial to me and I am so grateful for that. I love talking about new things with him and I improve. Alan taught me on how to deal with emotions more effectively. I now handle stuff in a different way; where I used to always resort to anger, now I talk about it. I ask myself how I should react to things in a way that would be beneficial to both people in the conversation.

Alan takes my problems seriously, and I feel relief when I talk to my mentor.” Iqbal has become much more calm, comfortable, and confident through Unfold's mentoring, and has been able to get involved in the wider community. He is a fully fledged member of Unfold's Youth Advisory Council, advising trustees and staff on strategy and the problems that young people, particularly those seeking asylum, are currently facing. He is doing very well at school and has made lots of friends at the hotel where he lives. ”

Let Me Know Domestic Violence workshop

Size of organisation: Medium

Funding awarded: £7,000.00

Weekly hours delivered: One-off workshops

Locality: Westminster

Youth led/shaped: Youth Advisory Board and Evaluation

Intended outcomes for participants: Increased knowledge of building positive/healthy relationships, advocacy skills, up skilling parents/carers and professionals to help young people navigate relationships and get right support

Funding contributed towards: Staff salary

Young people/families reached: 186 young people

Age of beneficiaries: 11-18 years old

PROJECT DESCRIPTION

Brighter Futures Funding contributed to the staffing costs to deliver eight '10 Signs' workshops to young people in three settings: Westminster City School, Westbourne Park Family Centre and a local contingency hotel which is being used to house recently arrived refugees/ asylum seekers (facilitated by Unfold).

The 10 Signs workshop is a prevention programme that educates and empowers children and young people to choose healthy, nurturing and supportive relationships. Let Me Know Leaders offer relatable, expert advice and support in small groups to young people who are at a stage in their development where they are solidifying their perceptions of what a relationship should look like. Young people are provided with practical tools and a critical mindset to protect their physical wellbeing, but also improve their mental health and resilience. The workshops aim to increase confidence in how and when to speak out, and to seek help and keep themselves and their peers safe. The workshops were delivered to young people living in areas of multiple deprivation and were targeted at young people who have experienced trauma or adverse childhood experiences.



Observation Case Study: Teacher, Westminster City School

Provided by Let Me Know

“The Westminster City School cohort attended our 10 Signs Module 1 & Module 2 workshops which involved a series of 2hr interactive sessions introducing the importance of relationships and how they are integral for our physical and psychological health; how relationships allow us to be healthy and thrive; the ten healthy and unhealthy signs; defining the signs; and how to break up safely from an unhealthy relationship.

The young people attending the workshops were shown a number of short clips, from Instagram and the BBC iPlayer, by the LMK Leader (youth worker) to prompt a discussion, in relation to what makes a relationship healthy and unhealthy. The LMK Leaders then selected tailored scenarios to explore with the students, to pay particular attention to some of the unhealthy attitudes being demonstrated in and around the school.

The students engaged with enthusiasm to voice their thoughts and opinions, surrounding what they felt was healthy or unhealthy in the scenarios and encouraged to consider alternative mindsets and ways of behaving. All participants were given equal voice. The students, in their evaluations and check out, expressed how they really valued being listened to, without judgement, something that they do not often get to experience. ”

82% know where they can go for help and advice if themselves or a friend is in an unhealthy or abusive situation in a relationship.

89% said they found the workshop engaging.

68% said that today's workshops changed their understanding of what behaviours were healthy or unhealthy in relationships.

Adventure Play Hub

Play Provision for children with SEND

Size of organisation: Small

Funding awarded: £19,000.00

Weekly hours delivered: 20 hours

Locality: North East Westminster

Youth led/shaped: Participatory approaches and evaluation

Intended outcomes for participants: Support to increase access to play provision for SEND young people

Funding contributed towards: Staff

Young people/families reached: 292 children and young people (18 with Education Health Care Plan and 45 with additional needs)

Age of beneficiaries: 5-17 years old

PROJECT DESCRIPTION

The Brighter Futures Funding contributed to the salary costs of “ Special Educational Needs and Disabilities Project Worker” to coordinate and develop the play offer for children with SEND at Adventure Play Hub. In addition to developing the provision the project worker has maintained and developed partnerships with relevant SEND organisations to increase the reach of children accessing the mainstream provision offer. The Adventure Play Hub provides community adventure play provision in St. John’s Wood, Westminster. The Play Hub is open all year round, after school during the term-time, all day on Saturdays and full time during the school holidays. Play programmes are aimed at improving the wellbeing of children through their engagement in enriching play opportunities. Play programmes include activities that encourage children to develop their creativity, sociability, and resilience and involve art and crafts, cooking, group games, special projects, and seasonal and themed projects.



Individual Case Study: SEND worker, Adventure Play Hub

Provided by Adventure Play Hub

“ S has a learning disability and long-term health conditions. She lives with her family in the local area. She attends an independent special educational needs (SEND) school, her mother is managing on-going health challenges and her brother also has Special Educational Needs. The family is currently under pressure due to some recent stressful life events. The Adventure Play Hub provides essential respite for S and her family, offering a less structured environment for S to express herself and enjoy various activities.

S has been attending the Adventure Play Hub for several years, developing a strong relationship with the service. Her family wanted her to have the same positive experiences as her older siblings and aimed for her to gain skills and experiences beneficial for adulthood. Initially facing challenges in communication and interaction with peers due to her learning disability and hearing impairment, S has made progress with the support of the project worker e.g. 1:1 support to keep emotionally regulated. The Adventure Play Hub has become a space for S to let loose, engage in various activities, and manage her own risks, particularly enjoying the outdoor space.

Through her participation in the project, S has learned to take appropriate risks, improved her communication skills, and developed patience in waiting her turn. The staff and other children's encouragement has played a significant role in her social development. S now enjoys playing with peers, trying new things, and socialising with new people. The family sees this experience as highly beneficial, providing essential respite, allowing S's mother to manage her health condition, and giving other family members distraction-free time to study.

As S transitions into adolescence, the Play Hub looks forward to further developing her communication skills. The next step involves moving S to a different provision for older children with special educational needs. Overall, the Adventure Play Hub has been a positive and supportive environment for S's personal and social development, benefiting both her and her family. ”

Platform Cricket Westminster Hub

Size of organisation: Small

Funding awarded: £24,700.00

Weekly hours delivered: 2 hours

Locality: South Westminster

Youth led/shaped: Not provided

Intended outcomes for participants: Increased physical activity, increased participation from global majority backgrounds, young people progress to elite cricket, improved health and social cohesion

Funding contributed towards: Specialised staff, equipment and venue hire

Young people/families reached: 327 children and young people

Age of beneficiaries: 7 – 12 years old

PROJECT DESCRIPTION

Brighter Futures Funding has contributed to staffing, equipment and venue hire hosts of a “pop up” youth cricket club in Pimlico, Westminster. This provides accessible opportunities for children in the area to take up cricket. Platform Cricket have worked with Churchill Gardens, Millbank, Pimlico, St Gabriel’s and Westminster Cathedral Primary Schools to recruit young people to the club. Although cricket-focussed, sessions included mentoring, fitness, team-building, problem-solving, multi-sport activities and social events. The club focuses on children aged 8-11, supporting/sign-posting children on to opportunities for continued participation after 2-3 years.



Individual Case Study: Practitioner, Platform Cricket

Provided by Platform Cricket



nathan

Keeping healthy and active through cricket in an inner-city setting

Nathan lives in central London in a neighbourhood with very little green space and very few sports clubs. He is of South Indian heritage, and some of his relatives in India enjoy cricket, but Nathan had not played before having Platform Cricket coaches visit his Primary School to deliver some introductory sessions last year.

Nathan's Mother and Grandma were very pleased when he bought a letter home, inviting him to join the **Pimlico Plunderers** pop-up cricket club that summer. They live on an upper floor of a high-rise block and Nathan, being too young to go outside to play on the busy and occasionally dangerous streets (Westminster has by far the highest crime rates in the UK), was beginning to put on weight and find exercise difficult.



Nathan has been a dedicated member of Platform Cricket's "Pop Up" Cricket Club in Pimlico ever since: attending weekly sessions, representing the club in competitions, and attending holiday schemes.

His Grandma explains: "Nathan was beginning to play video games a lot and was spending more and more time in his room. I was worried that I couldn't provide the sort of active childhood I had enjoyed in India but the regular cricket activities, including during holiday times, have helped enormously. Unlike other things we've tried, he is really engaged in the cricket and even gets himself ready early for each session!"

Pro Touch SA Youth & Sports Active Project

Size of organisation: Small

Funding awarded: £22,165.00

Weekly hours delivered: 6 hours

Locality: Westminster

Youth led/shaped: Young People's Committee and Evaluation

Intended outcomes for participants: Increased physical activity, improved youth and sports provision/engagement, improved health and wellbeing, accreditation/qualification, volunteering opportunities

Funding contributed towards: Staff, project costs and venue hire

Young people/families reached: 31

Age of beneficiaries: 18-24 years old

PROJECT DESCRIPTION

Brighter Futures Funding has contributed to the salary, venue and project costs for Pro Touch SA to deliver 40 weeks of physical and health well-being engagement (two sessions per week across two different locations). In addition, four training sessions including 4 mental health workshops were delivered. The funding supported 8 participants to secure NGB Level 1 Qualifications, and 3 Westminster residents were recruited to PTSA sessional youth and sports team. The project aimed to engage young adults not accessing support for mental health and who have a SEND. It was designed in response to the lack of opportunities for young people and young adults to access job opportunities, and addresses these issues through providing training and courses/qualifications.



Individual Case Study: Youth Coach, Pro Touch SA

Provided by Pro Touch SA

“At the start of the programme, I was 25 years old. I am Somali and live in the London Borough of Camden. I was unemployed, and left school. I had some part time volunteering roles before in football.

I got involved because I knew of Pro Touch SA when I was young and took part in their football programmes. They always supported me and offered me a spot in a programme to help me progress in my coaching job. Football is my passion and I want to do as much in football as possible.

I wanted to improve my skills and opportunities in youth and sports work and improve in football in general.

I also wanted to be able to do more with my time.

I found it hard sometimes to do some of my qualifications, but I got support from Pro Touch.

I enjoyed my time helping run the SEND sessions in Westminster. This gave me skills to help deliver football sessions, but I also love playing and improving my own football skills. I like being able to physically do sessions because I learn best this way and find it fun and enjoyable.

Sometimes I find it hard to communicate but everyone is understanding and helps me improve.

Before the programme, I had never helped deliver sessions or planned any sessions of my own, so I learnt a lot in the programme.

The experience was good. I learnt how to plan and deliver sessions and improve my fitness and football technique.

I learnt that I really enjoy coaching and want to do this as a job. I now help coach at Castlehaven sessions in Camden and assist with the SEND teams and programmes at Pro Touch SA.

I would recommend that everyone who needs things to do and ways to improve their lives take part because it helped me find work and things to do.

I learnt lots of skills which will help me in the future. ”

Queens Park Bangladeshi Association Khusy Project

Size of organisation: Small

Funding awarded: £9,993.00

Weekly hours delivered: 2 hours

Locality: North West Westminster

Youth led/shaped: Participatory approaches and Evaluation

Intended outcomes for participants: Improved attitudes towards physical health, improved access to sport provision, increased wellbeing/health

Funding contributed towards: Staff, project costs and venue hire

Young people/families reached: 63 young people

Age of beneficiaries: 7-25 years old

PROJECT DESCRIPTION

Brighter Futures Funding contributed to the staff, project and venue costs for Queens Park Bangladeshi Association to deliver The “Khusy Project”, which means happiness in Bangla language. The project involves delivering free sport activities such as badminton and football. In addition to sports provision, the project aims to promote the importance of health and developing social networks through celebratory events and activities. The Khusy project runs weekly in North Westminster and engages young people from Bangladeshi and Arabic speaking backgrounds.



Individual Case Study: Young person, QPBA

Provided by Queens Park Bangladeshi Association

“I got involved as I wasn’t doing anything. In my area there is no other place for me to go except the football session. I did a try out session as they said a lot of young Bengali people around my age come here. When I came, I really liked the mixture of people and enjoyed playing with them. At school there isn’t many people to talk to, neither at home.

I got into the sessions as I was approached at my local mosque by a coach who convinced me to join, he also spoke to my father who encouraged me to join since I was very excited to play football and interact with kids my age who are also Bengali. The last three years, I faced a lot of challenges with a family member being in prison e.g isolation and stigma.

I took part in playing football with others, it gave me a lot of confidence and I was no longer the odd one out. I also valued the time I spent with the coach and he gave me lots of tips and useful information which has made me happier, now I can manage my health and manage my stress. The project has helped me in many ways, and it made me feel that people cared for me as well as boost my confidence as I felt less anxious every time I met them. I really enjoyed the tournament style sessions, it was really intense but helped me and my friends bond grow stronger. I am able to keep my health in good condition and prevent myself from becoming overweight.

Overall I had a great time coming to the sessions and making new friends, I learned a lot and will never forget. I have learnt new things such as doing regular exercise as it is good for my mental well-being. I learnt the difference between aerobic and anaerobic exercise and how this affect cardio in games. I have learnt how to reach my goals slowly. I set myself a goal to achieve and that was to live healthy, this includes going bed early, going to football on Sundays and finish any schoolwork before the deadline to avoid stress.

I also learnt that I had to keep my fitness going to help perform well in everyday life.

I would recommend this to my peers as there is a friendly atmosphere and create good things for young people. I would advise someone not to limit themselves and just enjoy themselves. ”

Sport4Health

Health & Wellbeing Support

Size of organisation: Small

Funding awarded: £15,000.00

Weekly hours delivered: 8 hours

Locality: South Westminster

Youth led/shaped: Youth Advisory Board and Evaluation

Intended outcomes for participants: Improved physical and mental health, increased self-confidence and self-esteem, healthy eating, reducing stigma around mental health

Funding contributed towards: Staff, project costs and venue hire

Young people/families reached: 34 young people

Age of beneficiaries: 17-25 years old

PROJECT DESCRIPTION

Brighter Futures Funding contributed to the core costs of delivering Health and Wellbeing support in South Westminster. The project is delivered over the course of a year and provides health focused, sports based activity for young people who are in further education (college/university) and living in Westminster. The project aims to engage young people not living with their families or who are isolated/alone and struggling with the stress of navigating courses and/ or studies. Types of sports provision offered are badminton, basketball and softball. However, sessions are led by what young people prefer or are interested in.



Individual Case Study: Young person, Sport4Health

Provided by Sport4Health

“ My name is X. I come from the Far East but moved to London in 2021 to study at a major university in central London. Normally our course has lots of Asian students that means I would have lots of friends from similar backgrounds so we can study together and travel together. But for 2021, all the students from the same place as me were rejected by the UK government, except me. That meant that other Asian students I could mix with had been living in Britain for at least 3 years, with their own social circles and groups of friends. I felt really lonely studying in an unfamiliar country, speaking a second language.

Our program imposed a huge academic pressure on us. I had little time to relax myself. The academic pressure almost crushed me. Then I was invited to the Sport4Health students 'session by chance. I found the project a place where both physical and mental health is valued. In Asian countries, mental health is hardly paid attention to. I found all the students participating in the Sport4Health sessions to be really relaxed. They played badminton and did basic fitness training. No one really cared about the scores or whether you win or lose. What was important was that pressure was released and mental status really improved and was really valued here.

I met a lot of new friends during the sessions. I found that everyone came to London with different backgrounds and had different difficulties. We share good and difficult times together and encourage each other. I always talk with my coach who is also Asian during the sessions, it helps me a lot. Coach supported me to talk about the academic pressures with my parents. They were shocked at how stressed I was and did not put anymore pressure on me to further my studies.

I have to say, without the Sport4Health sessions, the friends I made there, and the Coach's help, I couldn't have graduated with a first-class degree. The friends and the Coach gave me a lot of advice for my career, for my studies and for my work applications. I will never forget the time I spent during these sessions, and for their kindness and help. ”

The Avenues Youth Project Secondary Zone

Size of organisation: Large

Funding awarded: £10,000.00

Weekly hours delivered: 15 hours

Locality: North West Westminster

Youth led/shaped: Co-production and evaluation

Intended outcomes for participants: Improved Social & Emotional Skills, Improved Physical & Mental Wellbeing, "Increased Access to Opportunity & Learning Skills, "Positive Relationships With Others , Better Able To Make Positive Lifestyle Choices and Feeling Safe & Respected

Funding contributed towards: Staff

Young people/families reached: 254 young people

Age of beneficiaries: 11-13 years old

PROJECT DESCRIPTION

Brighter Futures Funding contributed staff costs to deliver the established 'Secondary Zone', programme, a daily after-school project for all local children aged 11-13. Secondary Zone runs every weekday after school, for three hours, from 4.00 to 7.00pm, for 39 weeks a year.

Designed to support children at a complex age as they transition from primary to secondary school, Secondary Zone, incorporates all the typical elements of an afterschool youth club such as a safe space to have fun, let off steam and be with their friends. The programme is designed to respond to the needs of this cohort with content on mental health support, homework help, inspiring guest speakers and cultural and entertainment trips off site. Each day is split by the themes Cookery, Arts, Sport, Hot Topic & Radio and "Friday Game Show". Additionally, guest speakers attend once a term and every young person is provided the opportunity to go on one visit or trip to London three times a year.



Individual Case Study: Practitioner, Secondary Zone.

Provided by The Avenues Youth Project

“ Isabelle* is an 11-year-old young person who regularly attends our after-school transition programme, Secondary Zone. The Secondary Zone aims to support young people as they transition from primary to secondary school, and all the challenges that come with it.

Isabelle presents as a very confident member of The Avenues, and when she began attending Secondary Zone, she would not allow anything to come in the way of getting what she wanted. This made her popular with her peers, but they often clashed, and we soon noticed there were continuous hiccups and small arguments between Isabelle and her friends, leaving her frustrated.

Unfortunately, Isabelle and her family were involved in a challenging incident in the past, and Isabelle’s way of managing this was to present herself as poised and unbothered by any rumors or negative assumptions of her. This, coupled with the challenges she was having with her peer group, meant this was a particularly challenging time for Isabelle.

Although Isabelle came across as loud, confident, and respected, it was clear that she struggled with her self-worth and expressed to one of our Junior Support Workers that she often struggles with the pressures around her, be that to do with her family, friends, school, or more recently, upholding to the societal beauty standards.

As she entered secondary school, Isabelle mentioned she started noticing that girls need to ‘look a certain way’.

Through continued 1:1 conversations with members of staff, Isabelle became comfortable opening up about her daily challenges and what is on her mind.

We were particularly impressed in Isabelle’s ability to acknowledge being in the wrong and accepting fault when she may have gotten things wrong with how she behaved with her peers. Our youth workers soon noticed many of Isabelle’s behavioural challenges stemmed from her finding her place in a new school and friendship group. Through these conversations, Isabelle has since become a reflective individual, who gives time to thinking about what she is going through.

Isabelle has since settled well into the Secondary Zone and does not seek attention from her peers or crave to be the center of attention anymore.

She has formed comfortable friendships and rather than focusing on impressive others and seeking validation, she is investing her time in people who bring positivity to her life. We’ve also encouraged Isabelle to attend our Girls Hub sessions, where we hold many discussion groups on beauty standards, puberty, safe relationships and much more.

We look forward to continuing to support Isabelle long into the future, and hope she continues to engage with all The Avenues has to offer. 99

Happy Lizzy Chill Vibes Social Club

Size of organisation: Small

Funding awarded: £15,000.00

Weekly hours delivered: 6 hours

Locality: North West Westminster

Youth led/shaped: Evaluation and Lived experiences

Intended outcomes for participants: Improved wellbeing, employability skills, optimism for future

Funding contributed towards: Staff, project costs and venue hire

Young people/families reached: 22

Age of beneficiaries: 18-24 years old

PROJECT DESCRIPTION

Brighter Futures Funding contributed to the costs of delivering 'Chill Vibes Social Club' at The Lydford Centre. This provided a space for young adults to socialise, meet local friends, and explore interests and hobbies with other people. There were two separate groups, on Monday the focus was on music, jam, practice, and lyric development with guest speakers/performers invited. Hot meals are provided and time built in for recreation e.g. games, comedy. The Wednesday session focused on Wellbeing with craft activities, yoga, mindfulness, health, film / drama club and social media awareness/discussions. Young people can attend either or both of these sessions each week. The project has also supported young adults with work experience within the Youth Club during holiday activities, and trained attendees in paediatric first aid, street first aid, bystander training, youth mental health first aid, safeguarding level 1 and 2 and food safety.



Individual Case Study: Young person, Chill Vibes

Provided by Happy Lizzy Event Planning

“ I would describe myself as energetic, determined, a problem solver and eager to learn and a nice person to get along with.

I go to West London College in Hammersmith and I volunteer at Happy Lizzy Event Planning Youth Club. I got involved with Chill Vibes because it's a local environment where I can chill with people around the area. I heard about Chill Vibes because of my youth club I work at. I was looking for a place to interact with people my age and around the area. College schedule sometimes got in the way.

I am the lead vocalist of the band and I value the dedication the band puts in to creating amazing music. Chill Vibes has definitely fulfilled my expectations. I haven't faced many problems or challenges. I have learnt the value of friendships and teamwork.

My overall experience at Chill Vibes:

- An amazing experience
- Singing in a band
- Performing in front of a crowd
- I have a great voice
- Singing for my friends
- Unlocked my potential”




Individual Case Study: Young person, Chill Vibes

Provided by Happy Lizzy Event Planning

“ I’ve just finished sixth form and completing a grade 8 guitar exam and was unemployed at the time. I came across Chill Vibes by meeting an old schoolmate who I played guitar with, and he introduced me to Chill Vibes. Chill Vibes not only allowed me to start playing in a band, but also gave me the opportunity to work with kids and teach them music. Sometimes the kids weren’t really interested in music even though there are loads of kids with natural musical talent.

When I took part in Chill Vibes, I was introduced to the band and played music with them. The first session was the best for me, they welcomed me and were really friendly. When I first heard about Chill Vibes they were the nicest people I met and exceeded my expectations.

What I found challenging is that there isn’t a lot of activities for people. The most important thing I learned from Chill Vibes is the first aid and mental aid training. ”



“My experience is therapeutic to me, it gave me something to do with my music, taught me first aid training and mental health training”.

Marylebone Bangladesh Society Junior Project

Size of organisation: Medium

Funding awarded: £15,518.00

Weekly hours delivered: 6 hours

Locality: North East Westminster

Youth led/shaped: Community/ family engagement, Consultation and Evaluation

Intended outcomes for participants: Build confidence and resilience, improved health and wellbeing, leadership skills, social and emotional learning skills, positive transitions

Funding contributed towards: Staff and project costs

Young people/families reached: 61

Age of beneficiaries: 8-12 years old

PROJECT DESCRIPTION

Brighter Futures funded staff and project costs to deliver a 'Junior Youth Club' project providing educational and recreational programmes such as indoor games, homework club, IT support, workshops and health and sports sessions. The project additionally provides off-site sporting and outreach activities alongside indoor programmes at the club. The club runs after school (Mondays and Fridays) and at the weekend. Trips during school holidays to cultural venues and outside of London were organised. The youth club works closely with The Feathers Association to deliver outreach and to refer on other local services in the area.



Individual Case Study: Practitioner, Junior Club

Provided by Marylebone Bangladesh Society

“J. is aged 12 has been attending our youth provision for the past 2 years on a consistent basis. She is currently attending secondary school. J. attended another youth club before she joined ours. Complaints of bullying and other factors caused her mum to become very worried, and she moved to our club as she knew a few faces already attending. J. presented as a very shy and introverted figure when she first joined. Both J. and her mum wanted her to make new friends.


She attended our Junior project activities such as regular club sessions playing table tennis, board games, PS5, baking, quiz sessions, healthy eating as well as physical activities sessions such as aerobics and multi sports.

As she was a very shy person, our regular ice breakers at the start of the physical activities' sessions helped her participate and make new friends. We also provided a few mentoring sessions on self-esteem and social interaction skills which in time proved effective and as she now demonstrates so much more confidence. Looking back, she really values those ice breakers and the mentoring sessions.

J. now participates in all activities and is consistent in supporting staff members in setting up and clearing up after sessions.

J. and her mother were pleased that this after school project is running so close to their home. It was a great place for J. to meet other local young people. She is part our Junior Project and has become one of the leading junior girls who sets an example to her junior counter parts. She is also currently excelling as a very bright student at school too. J. is now more confident when given instructions always displaying a very distinguished smile. Socially, she is very friendly and happy.

Next for J. will be to move into our Senior Girls only club sessions with other older Girls. ”



“Thank you to all the youth workers for helping my daughter settle into the youth club and help her make new friends”.
- Parent of J.

Fitzrovia Youth in Action

Caxton Peer Education Programme

Size of organisation: Large

Funding awarded: £10,000.00

Weekly hours delivered: 2 hours

Locality: South Westminster

Youth led/shaped: Participatory approaches, Coproduction and Evaluation

Intended outcomes for participants: Improved, wellbeing, self-confidence, social competence, sense of community belonging, intellectual flexibility, task leadership

Funding contributed towards: Staff and project costs

Young people/families reached: 11

Age of beneficiaries: 15-25 years old

PROJECT DESCRIPTION

Brighter Futures Funded FYA's "Peer Education programme" to be delivered for young people with Special Educational Needs and Disabilities who attend Caxton Youth Organisation. In the peer education model, participants research, create scripts, and produce short films/animations about their chosen topics, followed by delivering awareness-raising workshops to other young people. The program concludes with an employability workshop, where participants reflect on gained skills, receive AQA certificates - the process is co-produced with youth leading, adaptable to their abilities and needs.



Fitzrovia Youth in Action

Project Report

Provided by Fitzrovia Youth in Action

Over the final six months, our project has made significant progress in engaging and empowering SEND young participants through a variety of creative activities. We have maintained our successful session structure, which involves breaking up sessions with enjoyable activities such as music recording, photography, and games. This approach has proven effective in keeping the participants engaged, meeting their unique needs, and fostering a multisensory and hands-on learning environment.

Throughout the project, we designed workshop activities that featured clear and visually appealing images presented at a larger scale. We chose neutral tones for lettering and colours, considering the sensory needs of our diverse group. We ensured that physical resources were readily available to enhance engagement and save time during sessions. Additionally, we subtly incorporated mental health training into each session, breaking down the content to better support the group's well-being.

Our sessions maintained a lively and engaging atmosphere to capture the participants' attention effectively. We incorporated regular breaks and provided a diverse range of games to keep the young people motivated and focused. The participants particularly enjoyed problem-solving activities, and we adapted our pace to align with their comfort levels. We encouraged open discussions, allowing them to express their thoughts and concerns freely.

Throughout the project, we guided discussions on the type of film the group wanted to create. After thoughtful deliberation and extensive discussion, the group settled on the concept of a film titled 'Words.' This film explores the impact of both negative and positive words on people's lives.

During this phase of the project, participants were actively involved in scriptwriting, storyboarding, and planning their film ideas. We diverged from traditional brainstorming methods and introduced drawing activities to better engage the young people. They used their voices and creative talents to bring their ideas to life, resulting in the creation of an animated film centred around the chosen theme.

In conclusion, our project has made significant progress in engaging and empowering SEND young participants through creative activities and discussions. The innovative session structure, engaging workshop activities, and emphasis on mental health support have contributed to a positive and productive project experience. The young people have shown remarkable creativity and enthusiasm in developing their film concept, 'Words,' which promises to deliver an impactful message about the power of language.

Caxton Youth Organisation Youth Government Programme

Size of organisation: Medium

Funding awarded: £19,958.00

Weekly hours delivered: 15 hours

Locality: South Westminster

Youth led/shaped: Participatory approaches, Young Trustees, Individualised support

Intended outcomes for participants: Reduction in social isolation, increased independence, improved self-esteem and mental health, positive outlook for the future

Funding contributed towards: Staff

Young people/families reached: 50 SEND young people

Age of beneficiaries: 11-25 years old

PROJECT DESCRIPTION

Brighter Futures funded the pilot Caxton Government programme. This programme aims to amplify learning disabled and autistic youth voice in Westminster, provide a platform for young people to speak out on challenges they are facing, and ultimately to build a more inclusive community where all young people can thrive.

The first year of the programme focused on skill building for young people, developing partnerships with allies across the community and implementing structures to facilitate great engagement between young people and Caxton's senior leadership and Trustees. Caxton Youth Government will increase the involvement of young people in organisational decision-making through attendance at strategic meetings within the organisation. The programme is supported by a Youth Government youth worker who provided 1:1 support with members to identify key issues affecting young people's lives. In addition to regular support, a weekly issue-based workshop was delivered covering a wide range of topics, and engaged external facilitators to run regular specialist skills development workshops.



Individual Case Study: Youth Minister, Caxton Government

Provided by Caxton Youth Organisation

“S has developed many skills as “Minister for the Environment” within Caxton Youth Government. When discussing S’s passion for the environment and greener futures he highlighted that “if you be like that [passionate] you get more people to understand.” S has also highlighted that he isn’t afraid of speaking in front of people “Yes, I’m confident.”. S has found he could “get people to understand more about how the planet works and how to recycle.” When speaking to S about how the Caxton Youth Government could be made more accessible, he highlighted that we could communicate with signing both BSL and Makaton.

S has taken part in the once-a-month sessions online and workshops. One thing S took ownership of was creating a PowerPoint for World Water Day. He also was supported to deliver a seed bomb workshop. S enjoyed seeing ‘people happy and enjoying it’ and felt some of the best moments were when he was able to see everyone happy and learning. When asked about expectations or possible changes to the online sessions he suggested these could be “more talking [from ministers] and to do an activity.” At Caxton, S has really enjoyed “Getting to know people, seeing what they enjoy doing.” One of the things S has never done is talking to a group or audience. He has been able to work on this when presenting his PowerPoints about recycling and the importance of helping preserve the environment. S was able to work on this skill and can talk to people in other settings (e.g. where he volunteers). “Now, if people talk to me at [volunteering organisation] I talk to them. If they want to know where to go, I can tell them. Easy.”

S described his overall experience of Caxton Youth Government as good because, “people listened to me and my ideas.” One thing S has learned is that “people can be more understanding when you say something, and they listen.”

S discussed that he felt proud when he was creating posters for recycling but also when he won his Jack Petchey Award and was able to buy Caxton Youth a compost bin and water butt. He felt proud about this as it allowed, “more people to understand [how to help the environment].”

S has said that his confidence has grown and that he is “more confident when talking when people are in a group.”

S’s goal for the future is to find paid employment and will be working with Caxton employment youth worker to help with this. ●●

**“If you want to make a difference you need to be able to
Speak up. Get your ideas down”.**

St Andrews Youth Club

Youth Voice at St Andrew's Club

Size of organisation: Medium

Funding awarded: £10,000.00

Weekly hours delivered: 10 hours

Locality: South Westminster

Youth led/shaped: Participatory approaches, Coproduction and Evaluation

Intended outcomes for participants: Increased member voice/led outputs, improved confidence, growth of skills and opportunities, digital resources

Funding contributed towards: Staff

Young people/families reached: 29

Age of beneficiaries: 12-14 years old

PROJECT DESCRIPTION

Brighter Futures funded St Andrew's Digital Youth Lead role. This role supports members to be heard through outlets of the club's social media accounts and through "STAC" the Club's regular e-zine made by Members for members. Through working on these projects, young people develop writing, digital design and proof reading skills. The e-zine is produced each half-term and updates on stories and events relevant to members of the club. In addition to this, the Digital Youth Lead has run workshops to develop confidence with digital tools.

Finally, the role also supports younger youth workers on the Youth Development Team (YDT). YDT is open to members of the club who show interest in becoming a Youth Worker or developing practical and transferable employability skills. The funding provided financial support for all the vital activities and opportunities provided to support members ownership over the Club's communications.



Individual Case Study: Practitioner, St Andrews Youth Club

Provided by St Andrews Youth Club

“A, is 12 years and in year 8. A began attending the Club a few years ago after losing their mother suddenly. Life changed quickly and A moved in with their dad and as dad worked full time the Club became somewhere that A could come after school until dad finished work. Dad had also attended the Club himself when he was younger and turned to the Club for support during a difficult time.

A was receiving specific grief support through school but their confidence had been knocked and although they appeared very bubbly and confident on the outside they were struggling with their confidence and finding a peer group that they fit in with. A, is very comfortable around the staff and always offering to help, they are also an avid social media user. A youth worker drew on this, involving A on the development of social media posts for the Club and giving them responsibilities such as composing the caption to be young person friendly or giving ideas for posts.

This meant that A was mostly working alongside the staff and the challenge was for them to engage with their peers. With staff encouragement A then began working with their younger peers to support them in developing video content and ideas for the Club's social media.

A visibly grew in confidence, interacting with their peers more during the year. They have also been looking at social media in a different way as they are on the other side of the posts and putting them together than just viewing them.

Changes have been recorded observationally by staff and no outcome measurement tools were used. This was a decision taken as the young person was already engaging in formal support provided by other agencies and we didn't want them to feel work with the Club was as formal. ”



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